

*This unit will challenge students to dig deep and critically think about some similarities and differences in the Revolutionary War. Through different types of research, readings and discussions we will be able to know the cause and effects of many different events. Through these exercises we will be able to take on a role of one of these sub groups and make some decisions that everyday people would be faced with during these times. After some critical thinking we will be able to explain why some outcomes played out the way they did and why, and also argue their point of views. This unit will help students distinguish facts from fiction and expand the views of the Revolution being just "the shot heard around the world" or a tea party for the colonies. By the end of this unit critical thinking about several different influences, themes and ties will come easy and be the first thought to come to mind instead of a guy riding a horse yelling about the British coming. Hold on to your saddle and get ready to learn about all impacts of the Revolutionary War.*

*American Revolution, Independence, Boston Massacre*

*Shane Hathaway*

*RSU 9*

*Social Studies*

*9-12*

*American Revolution*

•*describe the effects of the Revolution on the economy.  
•make sense of the different ways the economy was impacted during the revolution.  
•exhibit the role of woman, slaves and Native Americans in the Revolution.  
•argue the ways that the war shaped America.  
•be open to the lives that woman, slaves and Native Americans lived.  
•recognize that America was shaped through many pivotal points during the Revolution.*

*•Events- French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord.  
•People- Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington.  
•Sequence and Timelines- Order of events, picking and event and researching it, important years, turning points in the Revolution.*

***Maine Learning Results******Content Area:****Social Studies****Standard Label:****E. History****Standard:****E1 Historical Knowledge, themes, and patterns*

***Performance Indicators****: a,b,c,d*

***Grade Level Span:****Grade 9-Diploma "The Revolutionary Era, 1754-1783"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.*

*•How did the Revolution affect the economy?  
•Why was the involvement of sub groups in the revolution so important?  
•How did the Revolution shape America?*

*•the Revolution had different effects on the economy.  
•woman, Native Americans and Slaves impacted the Revolution.  
•there were very many pivotal points in the Revolution in shaping America.*

*• Pre- Assessment: Survey students knowledge of the topic.  
• Checking for Understanding: 3 minute pause, checking for understanding game, quizzes, exit cards, group discussion, cubing, oral questioning.  
• Timely Feedback: Self, Peer, Teacher*

*•Record a speech or Podcast to explain differences or aspects that changed the economy.  
•Create a timeline using an app of different events that impacted the Revolution.  
•Make a short film on iMovie explaining life during the American Revolution  
•Argue or persuade people about your opinions in the Revolution through a Blog.  
•Make a slide show or wiki of Diary letters written to specific people after taking a role.  
•Create a trailer or video log about different points that impacted the Revolution.*

***Goal:****The goal is to become a character and sustain a lifestyle while making decisions and choices they would have faced in everyday life during the Revolutionary Era.****Role:****The role you choose is going to be a Woman, Native or American in the Revolutionary Era.****Audience:****Your Audience will be the producers from a new reality TV series on CBS.****Situation:****After you pick your role you will be auditioning for the reality TV show where you should essentially convince us you are that character.****Product/Presentation:****The final product will be a compilation of 3-4 video logs where you have made different choices and proved your knowledge of the content.****Standards (****Preparedness 25%, Comprehension 25%,Volume 10%Enthusiasm 15%,Props 5%, Eye contact/Body language 20%, Content 30%, Knowledge 20%, Technology use 10%, Fair Use 10%, Organization 15%, Use of time in class 15%*

Big Ideas:

Revolutionary Era

Big Ideas:

Cause and Effects

*MLR E. History E1 Knowledge, Themes and Patterns*

*The Revolution had different effects on the economy. Woman, Native Americans and Slaves impacted the Revolution.There were very many pivotal points in the Revolution shaping America.*

*Preparedness 25%, Comprehension 25%, Volume 10%Enthusiasm 15%, Props 5%, Eye contact/Body language 20%*

*Content 30%, Knowledge 20%, Technology use 10%, Fair Use 10%, Organization 15%, Use of time in class 15%*

Oral Presentation

Video Logs

*CBS is now accepting auditions for their new role playing reality TV series. For your audition you must assume the role of either a Slave, Native American or Woman during the Revolutionary Era. You need to convey your knowledge of your character to the producers in order for them to accept you. You must become your character and face the everyday challenges that they may have faced during these times. In your audition you should express your knowledge of what their lives were like. What were the hardships they faced? How did waking up each day pose a threat? Have fun while becoming this character while using props, music and other props to convince us that you want the role. You will make 2-3 creative Video logs of you surviving as your character and making the decisions and tough sacrifices that they may have faced during the Revolutionary Era.*

***By what criteria will student products/performances be evaluated?***